

Sonday System
Lesson Plan
Structure

This guide shows users the lesson plan structure of Sonday System 1 and Sonday System 2 and where the underpinning skills can be found within each lesson plan. Enjoy seeing your students succeed!

# **Winsor Learning**

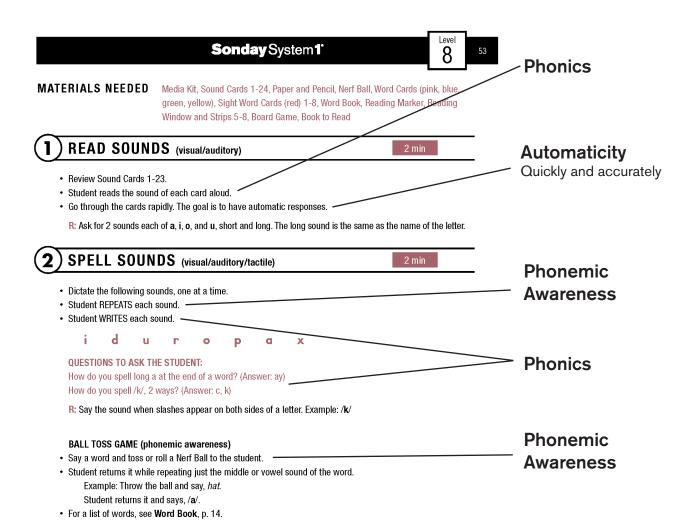


# Sample Sonday System<sup>®</sup> Learning Plan Structure

The design of the Learning Plan is straightforward, explicit, and saves teachers hours of preparation time. Manipulatives for each Learning Plan are clearly listed. Research by the National Reading Panel says that struggling readers are deficient in the underpinnings of Vocabulary and Comprehension. The underpinning skills (Phonemic Awareness, Phonics, Fluency) need to be in place for students to reach their full potential in Vocabulary and

Comprehension. The Sonday System has a built-in template for teaching the underpinning skills, while leaving time in every lesson plan for Vocabulary and Comprehension practice. The diagram below shows where each skill is practiced in the Sonday System lesson template.

Sonday System 1 has 36 Reading Levels. Sonday System 2 has 34 Reading Levels, which follow the same template.





Level 8

#### Sonday System 1

# READ WORDS (visual/auditory/tactile)

• Student reads aloud from the following sources. Material is provided for several sessions.

- 1. Word Cards, Short u (yellow)
- 2. Word Book, p. 10, ay
- 3. Word Cards, Short a, i, and o (pink, blue, and green, mixed)
- 4. Word Book, p. 12, Short u
- 5. Word Book, p. 14, Review a, i, o, u
- 6. Sight Word Cards 1-5
- 7. Word Book, any previous page or a page with sounds taught in prior sessions of this level

## 4) SPELL WORDS (visual/auditory/tactile/phonemic segmentation)

7 min

5 mir

- Dictate each word aloud, reading down the columns. —
- Student repeats each word, Touch Spells each word, and says each sound out loud while writing the word. -
- · Guide the student through error self-correction. Student rewrites the corrected word twice, saying each sound aloud.
  - R: Column at the far left below indicates which sound is being practiced in each row of words.
  - R: Dictate words and sentences for 7 minutes, correcting errors when they occur. Material is provided to additional sessions.

u	cup	mud	fun	rug
ay	bay	hay*	lay	day
o	mop	dot	jog	rot
ee				
i	hit	fin	rim	tip
a	sad	rag	van	am
ee				
sight	do*			_/

- \* After dictating a homophone, use it in a sentence to identify meaning and guide spelling
- · Student reads aloud the list of words just written.
- At each session, dictate two of the following sentences. Student repeats the sentence and writes it on paper.

Sam can run to the bay. The pup is in the box.
Do not hit the cat. Pat can hug the pup.
Fix the rug. It is hot in the sun.

- · Check for capitalization, punctuation, and spelling.
- · Student reads aloud the sentences just written.

#### **Phonics**

Blend known sounds into words automatically

#### **Automaticity**

Response is quick and accurate

#### Vocabulary

Direct and Indirect Instruction (check for definitions, context, multiple meanings, etc.)

### Comprehension

Practice at word level eases transition to sentence level

#### **Phonics**

#### **Phonemic Awareness**

#### **Fluency**

Read and write sentences with prosody (intonation, chunking, phasing, quick and accurate)

### Vocabulary

Direct and Indirect Instruction (check for definitions, context, multiple meanings, etc.)

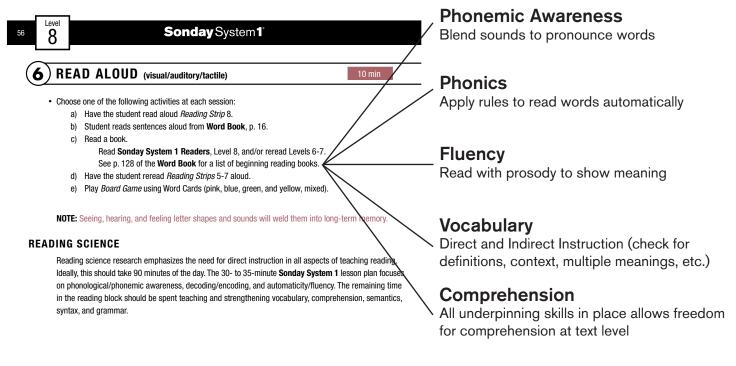
## Comprehension

Practice at sentence level eases transition to book level



Sonday System 1° Level	55
5 TEACH NEW MATERIAL (visual/auditory/tactile) 5 min	_
Teach Sight Words/Irregular Words     Teach the following Sight Words/Irregular Words, one at each session.  NOTE: Consonant sounds, as learned, are consistent in Sight Words/Irregular Words but vowel sounds are no	Phonemic Awareness
<ul> <li>Sight Word Cards 6-8</li> <li>Show the Sight Word Card.</li> <li>Say the word aloud. Student repeats.</li> <li>Ask the student to point to any known consonants and say the consonant sounds. Jeentify and pronounce unknown/irregular sounds. Student repeats.</li> <li>Student traces the letters, says the sounds, blends the sounds and says the word.</li> <li>Student writes the Sight Word/Irregular Word on paper 3 times white saying the letter names aloud and</li> </ul>	Automaticity Leads to fluency
repeating the complete word each time.  R: After teaching a Sight Word/Irregular Word, add the card to READ WORDS and enter the word in a blank space of SPELL WORDS.	Phonics
<ul> <li>2. Teach Sound</li> <li>Show the card and say the sound.</li> <li>Student repeats the sound while tracing it on a desk or table and again while writing it on paper.</li> <li>Sound Card 24</li> <li>as in feet</li> </ul>	Vocabulary
<ul> <li>RULE: ee is the first choice for the sound of long e in the middle of a word.</li> <li>Student reads words from the Word Book, p. 15.</li> <li>Dictate the following words.</li> <li>Student repeats each word, Touch Spells each word, and says each sound out loud while writing the word.</li> <li>meet feed seed feet seem deep</li> </ul>	Comprehension
<ul> <li>Student reads aloud the list of words just written.</li> <li>R: After teaching a sound, add the Sound Card to READ SOUNDS and dictate it in SPELL SOUNDS. Add the</li> </ul>	
word list to READ WORDS and enter some of the words in the blank spaces of SPELL WORDS.      Use questions to help the student self-correct spelling errors.  When feed is smalled as fed, self.	_
CORRECTING SPELLING ERRORS  When feed is spelled as fed, ask: What is the vowel sound in that word? How do you spell that sound in the middle of a word?  • Student rewrites the misspelled word so it is correctly spelled twice.	_





Mastery Checks after every third Reading Level check progress, provide diagnostic information highlighting strengths and weaknesses, and help gauge the pace of instruction. They are used for ongoing assessment.

To learn more about the lesson plans and Mastery Checks, visit WinsorLearning.com.

